



# Vancouver School District

## School Plan for False Creek Elementary

### Year 3 (2016-2017)

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## 1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

False Creek Elementary School is a Vancouver public school with approximately 280 students from kindergarten to grade seven. It is in a densely populated urban setting near the False Creek seawall and Charleson Park. Most families reside in condominiums, apartments, townhomes, cooperatives, or on boats moored in the area. Our school population is diverse with more than 20 language groups and approximately a third of students have a first language other than English. All students are integrated into the regular classroom. Almost 10% of our students have special education ministry designations. Parents are formally involved in our school through an active and supportive Parent Advisory Council (PAC) that generously contribute to fund-raising, organizing school events, and aiding students' academic, social, and cultural growth.

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## 2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

### **Social-Emotional Learning**

Goal: To focus on Social-Emotional Learning to reduce learning anxiety and foster positive behaviours; to teach students self-regulation skills and share a universal language transferable between grades and classes.

This has been an on-going goal for several years. In the past two years, staff has participated in workshops around self-regulation and have implemented many strategies based on their needs:

- Zones of Regulation
- Super Flex program
- Mindful breathing
- Sensory Room breaks
- Fidget tool
- Primary and Intermediate Friendship
- Inclusive writings to ensure students practiced active listening and responding
- Mindful Breathing, some classes do it daily
- Daily Physical Activity movement breaks
- Second step
- Friendship group
- Cognitive Behaviour Therapy stories
- Self-reflection at end of day in agendas "I feel proud..."

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### 3. WERE WE SUCCESSFUL?

- Outline results

Social-Emotional Learning will continue to be an on-going endeavor for all staff. Managing emotions and behaviour to ensure self-regulation and meeting the educational needs of the students. Most staff have practiced Zones of Regulation, Mindfulness, and use of fidget tools with their students.

As a result of our practices, many students are able to control emotions and actions. However, like all schools, we need to keep abreast of new findings in this field to help some students who still needing to self-regulate.

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### 4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

- Class newsletter
- School newsletter
- Monthly assemblies
- Social-emotional reflection tickets

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### 5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

During Staff Meetings and Professional Development Meetings, the staff has decided they would like to focus on STEM (Science, Technology, Engineering, Math). This will be a new goal: To focus on student use of STEM.

As a result, we will have three Professional Days for the 2017-2018 School Year focused on this topic and the seven upper divisions (Div 1 to 7) will be taught computer coding skills for prep.



*District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.*

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## 6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

False Creek Elementary has a total of 6 Aboriginal learners: 1 in grade 7 and 5 in grade 4.

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## 7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

- Staff has used the new BC curriculum to help them guide them through incorporating Aboriginal knowledge, acceptance, empathy, awareness and appreciation to help support this goal.
- Primary students learn about Aboriginal culture in the community, early intermediates students learn about Aboriginal perspectives and traditional ways of life, and the upper intermediates learn about the injustice and treatment of Aboriginal people
- Many classroom teachers have invited Aboriginal artists to teach traditional art forms
- Some classes incorporated learning moments around Aboriginal learning process when it aligned with curriculum
- Some classes read Aboriginal theme novels during literature circles
- Some classes immersed themselves in Aboriginal culture, stories, symbols, art projects, weekly talk
- Some classes invited Aboriginal elders

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## 8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

- Continue using the new curriculum
- Discussed Aboriginal perspectives
- Connecting Aboriginal people and contribution to curriculum and daily life

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## 9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

Most of our Aboriginal students are meeting academic expectations. They are all well-adjusted at False Creek and have diverse friendships.

Non-Aboriginal students are taught Aboriginal contributions and perspectives to Canadian history and society. In addition, Intermediate classes are taught post-colonial Aboriginal history so students can understand the challenges Aboriginal people face today and we hope to eliminate discrimination and stereotyping.